

The Educational Weekly.

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Editorial.

THAT school boards and other educational officers should possess reasonably clear notions of the real nature and ends of education will scarcely be questioned. That they should be able to judge accurately and wisely of the character and qualifications of teachers is self-evident. That they should be competent to comprehend and in general to organize and direct all the elements, forces, and influences essential to a truly successful school or system of schools, and to the careful training of children and youth for the duties of a noble citizenship is equally evident. That they should be persons who can discriminate between the personal prejudices and the public interests, in favor of the latter, who can rise above partiality and favoritism, who can perceive the vast difference between the value of true education and its cost, who can treat with becoming respect those upon whom the burden and heat of the day must fall, yielding them a hearty support, are no less truths because in reality the opposite practice so often prevails. It is a primary condition of the success of education that it be directed by a clear-sighted and far-sighted intelligence. Even an educated person, in the ordinary sense, may fail to make a good school officer, just as many an educated person fails to become a good teacher. There is many a so-called educated man who knows nothing of education either as a science or an art. There are hosts of people, intelligent upon many subjects, who are profoundly ignorant upon this subject. It is one thing to acquire the education of the books. It is quite another thing to master the principles, methods, and agencies involved in the great work of giving a wise education to millions and generations of men.

Again, the education of to-day and the education of a hundred years ago are two very different things. The education of the cloister is not the education for a busy world teeming with colossal material enterprises, and heaving with the throes of great political, social, and moral revolutions. The one-sided and par-

tial education of the old-time college is not the all-sided and complete preparation demanded by a nation of sovereign rulers. The progress of discovery and invention necessitates a progress in education. With great social, moral, and political changes must come educational changes. The education of a people must ever be kept in harmony with the wants and prospects of that people. Behold what marvels of mutation a century has wrought! What advancement in knowledge, what development in the arts, what progress in locomotion! From the post-boy and the carrier-pigeon what a miraculous leap to the flash of the telegraph, and the music of the telephone! These prodigious changes have revolutionized industries, complicated social and political relations, and imposed upon the citizen a higher order of duties, demanding a higher order of intelligence. But how shall education advance when its directors are far in the rear? How can ignorance, prejudice, and stolid conservatism lead a successful charge against the forces of their own household? In the domain of education, above all other places, superiors in power and authority should at least be *equal* in knowledge and intelligence to their inferiors in station. Superiors in intelligence and skill subjected to the domination of their inferiors afford a conspicuous illustration of the truism that it is but a step from the sublime to the ridiculous. Such a policy is an inversion of the order of nature, and a subversion of common sense itself. That it brings forth its legitimate fruits in the embarrassment of education, and even in defeating its noblest and best aims, can surprise none who will carefully trace effects back to their causes or reason upon the eternal unfitness of—*some* things.

Until education shall be guided and controlled by and through the counsels of educators, its forces will be largely misdirected, its best plans baffled, and its true ends defeated. Until multitudes of school officials of every name and grade shall have a clearer comprehension of their duties, schools and school systems will continue to fall far short of the demands of the hour. Until the profession of teaching shall be accorded the rights, privileges, and immunities appertaining to other professions, it will neither command the influence to which it is entitled, nor produce the results of which it is capable. The candidates for all other professions are examined by members of those professions. Judicial affairs are managed, directed, and controlled by the legal fraternity. Medical schools and medical practice are in the hands of medical men. Theology is both *pounded* and *expounded* by "men of the cloth." No pedagogical boards are placed over their schools and seminaries to embarrass their operations or defeat their true ends. Neither judges, nor bishops, neither attorneys, nor doctors, are extemporized from the ranks of the schoolmasters, although there are scores of the latter who would sit on the bench or wear the mitre at least as gracefully and acceptably as our reverend or legal superintendents bear the blushing honors of their ill-gotten offices. Many of the most ordinary problems of school management demand for their wise and just solution a clear and comprehensive knowledge of the most occult principles of human nature, especially of child-nature—a knowledge to which experts in education alone can lay claim.

And now let the superficial and the unthinking denounce common schools. Let them count their cost. Let a partisan

and unscrupulous press anathematize them. But let them attribute whatever of failure may attend their administration to the right causes. If they fall short of their true object, it is due in part to ignorance and incompetency among the people and their immediate representatives in the administration of the schools. They who understand education, who appreciate it, who know its ends, who can grasp its means, carefully adjust its machinery, and wisely and thoroughly operate it, they alone can produce results commensurate with the public needs. *Here, both outside and inside of the schoolroom, skilled labor is a sine qua non.* The school board and the superintendency is no place for mere ward politicians, seedy office-seekers, decayed clergymen, or penny-wise and pound-foolish political economists from whatever walk of life. The human holocaust at Ashtabula bridge afforded the world but another of a thousand impressive lessons that *incompetency at any cost is a ruinous waste of human life or of human resources.* Will the world ever learn that moral catastrophes, no less real and deplorable because unperceived by the eye of sense, are the inevitable fruits of incompetency in the domain of education?

But what is the remedy? Clearly *an educational service reform.* School officers must neither be selected nor elected on the principle that it is wise to turn a bull into a China shop! Not only educated men, but educational men, must be admitted to a large share of the responsibility in directing education. Let the true principles of a reformed civil service be applied to the highest department of that service—education. Let experience, capacity, fidelity, and intelligence in this particular sphere, as determined by careful examinations and other tests, be the passport to the school board and the superintendency, as well as to the teacher's platform. Let merit and faithful service meet a sure reward. Let promotion be made to depend upon superior fitness, and not upon personal or political favor. Let all the high places in the walks of education be open to educators alone. Let the best men and women everywhere, in city and country, be selected for the service of administering and conducting the schools. Until we have something like an *effective organization of education from the lowest to the highest steps*, until we eradicate inefficiency and incompetence from its service, until we are willing to reward talent and experience, it is idle to expect such results as the constantly increasing wants of a progressive civilization demand. There are clearly two important elements which should enter into the composition of our school directorships, whatsoever their names or grades. These are first a clear-sighted, broad-shouldered business capacity; and secondly, an equally clear-sighted and comprehensive educational capacity. A proper adjustment of these elements would secure the highest efficiency, so far as it depends upon the *personnel* of the system. That there are other defects yet to be noticed will be made hereafter clearly to appear.

President Hayes was recently visited by a deputation of the Quakers, or Friends, who presented him an address which brought up the subject of popular education in the South. The telegraphic synopsis says that in reply the President acknowledged the importance of general education, and that he appreciated the difficulties in the way of establishing a general school system where none existed. It should be a state institution, but the General Government should render all the aid it could legally. Nothing gave him more pleasure than to contribute as far as in his power to further and elevate the blessings of education in the

South, where they had been put back by the war. He believed there was no greater guarantee for the advancement and preservation of the country than the intelligence of her people. The subject would receive his attention. These are good words for the Chief Executive of the nation, and, taken in connection with the development of his Southern policy, promise to give the sunny South a new departure.

General Eaton, the United States Commissioner of Education, says that in his official correspondence with prominent educators of the South, he has recently received many assurances that a better spirit prevails in that region. Men who have been engaged in the work of general education, and who have here tofore failed to have the sympathy or support of the people among whom they have labored, write that they can already discover a change for the better, and predict that if the Southern question can only be eliminated from Southern politics, a greater interest will be shown in general educational matters than at any previous time since the war. W.

Another of the educational fruits borne for our consumption, by the observation of intelligent foreigners in this country during the Centennial year, has recently appeared before the public. Dr. Charles Saffray, a scholarly French gentleman who visited the Exposition, and otherwise studied carefully our school systems, has this to say of the position we accord to our teachers:

"Thus the first reform which the friends of education ought to desire to see realized in the United States is the abandonment of a system which places the appointment of a teacher in the hands of men whose official career lasts only three years, and who are influenced, in spite of themselves, by the very circumstances to which they owe their election. The teacher should be chosen for his merit, proved by diplomas and serious examinations; he should feel sure of preserving his position as long as he remains worthy thereof; his salary should secure him a modest comfort, with the knowledge that after twenty-five years of loyal service, he can count upon an old age not exposed to misery. As long as the United States does not assure to teachers impartiality of nomination and promotion, permanence of functions, and security for the future, they will, too often, have only inferior or mediocre teachers; and in spite of the most flattering programmes, popular instruction will remain, in many districts, quite insufficient."

These remarks seem thoroughly just, and they should furnish the basis of an agitation that will by and by bring about the desired reforms. W.

Hon. H. S. Tarbell, the new Superintendent of Public Schools for Michigan, has already given one opinion that will of itself make his administration memorable, at least until the vexed question of which he treats is finally and forever settled. This question has been much in agitation of late at St. Johns, in the state mentioned; and Supt. Tarbell's decision is given in response to a request from a citizen of that place. He says:

"It is my opinion that the reading of the Bible in the schools should not be insisted upon against the wishes of any considerable portion of the patrons of the school. It is a matter entirely in the hands of your district board, and their action thereon will in no way affect the collection of taxes." W.

A significant and rather sad fact is reported by a British Member of Parliament, who recently traveled in this country and visited many of our public schools. On his return he remarked regretfully that in no case did he meet with a pupil who expected to follow the occupation of his father, if the latter was employed in a mechanical pursuit. This seems to be a grow-

ing tendency of our popular education, especially since the general establishment of high schools; and teachers, school officers, and all who have the care of pupils, should address themselves assiduously to its correction. The sooner our American youth are thoroughly possessed with an idea of the true nobility, and the fact that intellect is nowhere else more needed than in the improvement of industrial callings, the better. W.

SCHOOL ECONOMY.

III. TARDINESS.

H. B. BUCKHAM, State Normal School, Buffalo, N. Y.

I DID not expect that all would agree with what I have already said in the WEEKLY about tardiness, as I do not suppose all will agree in what I have yet to say on this subject. It is not my wish, of course, to make these papers in any sense controversial. The letter of Mr. Cale in the issue of March 22d, however, represents the view of very many teachers and seems to call for a fuller statement of some points, as it seems to me to express some fundamental errors.

I wish to say in the most emphatic way that I wage an instinctive and perpetual warfare against tardiness. I mean to give what I call tardiness no quarter; no one in my school expects any "let up" in this matter. My pupils both respect and fear me in all that pertains to regularity and punctuality of attendance. This very day I have said to them that for pupils in this school we cannot make allowance for attending religious services during Holy Week, and I have also refused to relax our regulations in favor of a very dark and rainy morning, probably one of the worst we shall have during the whole spring, for getting together four hundred pupils from all parts of a large city. If I have given the impression of *laxity* in judging tardiness, and in dealing with it, I have done what I did not at all intend. *Vi et armis*, I fight this evil. And I expect to fight it to the end of my career, and then to transmit, in a diminished form I hope, but still to transmit it, to my successors.

There have always been instances of tardiness in my school, and I have not the least doubt there will always be. My endeavor is to reduce them to the lowest possible number, and then to keep at that minimum; but I know, as well as I can know any thing, that it is not given to me to eradicate an evil like tardiness. I can stop the whole of it, by a single word, in my school; if I say the doors will be locked at the instant when the last stroke of the bell sounds, there will be no tardiness; but this I cannot, with my notions, do, because I have learned a lesson from once being required to do it, and from once repeating the experiment on my own responsibility. "Must we work without expecting reward?" I never said that; my words were, "Strive for it (no tardiness) and persevere in the struggle, but do not anticipate complete success." Does the temperance reformer, does the minister of the gospel, does the school teacher in other matters, expect complete success? Or does he sow beside all waters, because he does not know which shall prosper, this or that? or does he labor if by any means he may save some? Complete success in any contest with impropriety or wrong is not promised me; persevering effort against it is my duty. I should be very glad to train all my pupils to the practice of every good habit, but it exceeds my power; some are not amenable to either my authority or my influence; in reference to every one who is, I practice the Horatian precept, *oppone lucro*, and keep at the others. It seems to me a truism to say that so long as there are tardy teachers, tardy churchgoers, tardy visitors, there will be tardy pupils: it does not meet the case to say, as regards the teachers, that they are unworthy, and as regards the others that they ought not to be; the fact is, they are, and this fact not only does not discourage effort, it is a continual challenge to effort.

I said the communication of Mr. Cale expressed some fundamental errors; this is one of them, viz., that the expectation of complete success is necessary to the best effort. I cannot so measure my endeavors. Another is that children in school have nothing to do but what school requires. It is not true of the majority of pupils with whom I have to deal. Nearly every child in the training school and very many pupils in the Normal School have daily duties which, as I judge, come even before school. To say nothing of the help which "mother" must have from even little ones, or the family errands which must be done by the children, let me give two instances as examples of multitudes. "One thing at a time and that well done is all a mortal can do," is a taking statement, but most mortals have to do two or three things as well as they can. A boy, thirteen years old, who is in our training school, gets up at

four o'clock to distribute morning papers; he does this as a business; it brings in an appreciable part of what buys bread for his mother and himself. In good weather he can go his round and have a little margin of time to spare. In very bad weather he is unable, sometimes, to make his time, but is late five or ten minutes; he is a studious, faithful, promising boy, struggling for an education and for a living at the same time; if he could not earn something out of school hours, he would be obliged to stay out altogether; he is never late when his own efforts can prevent it; has this boy "one thing at a time" to do? A pupil in our Normal School lives with her mother, who is an invalid. She, too, is a faithful, conscientious girl, a positive force in our school. She has to get breakfast every morning, and sometimes, but very seldom, when the fire won't burn, or the milkman is "tardy," or her mother needs unusual service, she is late. She comes and tells me frankly what made her late, and says truly, "I did my very best," and asks, "Will you excuse me once more?" Is she able to do one thing at a time and do that well? She is doing two things at a time so well that she commands our admiration. Indeed, the children who shovel snow-paths from the house to the road do not all live in—any one place. I do not need to be told that very many only make "other things to do" an excuse for tardiness or absence, nor that very many will do this to whatever extent teachers will allow; music-lesson, dancing-school, pic-nics, company, "clock wrong," sheer laziness in the morning, going on errands on purpose to be tardy—I am not thinking of these, but of my little boy carrying papers often before the peep o' day, and of my promising candidate for a teacher's position, when I say I think I know that these are necessary, if by that is meant either unavoidable or justifiable, instances of being late.

Another error is in assuming that "to be late at school is disgraceful"; how does the boy I mention above disgrace himself when a foot of fresh snow quadruples the labor of his morning round and brings him to school, tired in limb but ready for study, five minutes behind those who have less or nothing to do? How is my young teacher disgraced when three times in twenty weeks—that is the exact number—she cannot do all that her own breakfast and her mother's comfort require and get to school at half past eight? Tardiness caused by a hundred frivolous or avoidable circumstances is in the highest degree discreditable to both pupil and parent, and if persisted in brings one into disgrace; but I should need to have a new meaning for words if I were to apply this one to such instances as these, and though I have taken my own school for illustration, cases to which a similar principle of judgment must be applied are found in most schools.

The fundamental error of all is, that any excess of requirement at school—that is, the rigid enforcement of formal rules of general application without taking into account the varying circumstances of each case, although the end to be attained is the good of individuals—tends to promote good habits away from school. By as much as the requirements for punctuality at school, or any one place where direct authority enforces compliance with regulations somewhat arbitrarily made, go beyond what is reasonable, and demand that all other arrangements shall be subordinate to its own arrangements, without any inquiry into, and any allowance for, the facts of each case, by so much is the habit and practice of punctuality confined to school. This excess of school punctuality is not added to the practice of punctuality elsewhere, but subtracted from it. It becomes a school affair; it is believed to be for the good of school and when school is done with the strain is relieved and there is no residuum of correct principle or right habit as the result of school discipline. A teacher may be very exacting in this respect—such are not unknown to the public—he may insist with arbitrary and unyielding pertinacity upon the greatest degree of punctuality in his school; as a consequence, he may make an astonishing report, to be quoted as a standard; he himself may be habitually late, and notoriously so, everywhere but at school, and this without by any means being one of those "who keep school to get the paltry salary"; he may be a thoroughly good teacher and get a good salary and not work for his salary alone any more than most do who receive salaries. He only makes the mistake of exacting punctuality as a *school virtue*, whereas it should be a virtue learned and practiced at school for the sake of being applied in every relation and to every employment of future life.

I wish to say a word, also, about schools reporting no tardiness for the term or the year. Several things must combine to this result. First, there must be an excellent state of discipline in the school, and this must have come from faithful and persevering labor to create and maintain a healthful school sentiment in reference to punctuality and many associated virtues besides, and it must also include much pride in their school and many acts of strenuous effort

and much self-denial on the part of the body of students. For all this the teachers deserve great credit. Second, there must be an active sympathy with the efforts of the school in this direction on the part of all the families represented in it seconding and aiding the desires of the pupils to be punctual every day. This also, is in an indirect way at least, very creditable to teachers, as they must have done much to make the citizens take so much interest in their school. Third, there must have been a concurrence of favoring circumstances,—providences, I ought rather to say,—such as the absence of any such accidents as I have mentioned in my own school, making it possible for the combined efforts of parents and children to prevent all tardiness. The first two might exist in full force, but without the third no-tardiness would be impossible. The first might exist in full force, but without the aid of the second and third, no-tardiness would be impossible. A report of perfect punctuality throughout the year—on the supposition that it is not brought about by denying admittance to all tardy pupils and so throwing the tardiness into the absence account—represents to me many a sacrifice and labor of love on the part of the parent in answer to what I must consider as the sometimes unreasonable exactions of the child that he must be at school at the minute, come what may to any body else, and sometimes, also, actual suffering on the part of some member of the family that the son or daughter may be "on time." I have known of a daughter's half-refusing to do what filial duty, not to say filial affection, required, because she could not—would not—be tardy, and from one such circumstance painfully brought to my knowledge I make large discount from reports of "perfect punctuality," knowing that this case must have entered into one such report, and I say without hesitation that the result is not worth this, or any such, price, and that many a teacher and many a school are worthy of just as much credit with a slightly imperfect report as are some of those whose report is quite perfect. To have value these reports should represent the personal effort the pupils make toward this virtue, rather than the assistance which they have received or exacted from others. The fact of no-tardiness may, quite possibly, stand for an altogether unfair and even burdensome strain upon the whole community, as it may have made necessary unremunerative, because unwilling, even enforced, compliance with regulations which some have felt they could not resist though they did not wholly approve. The punctuality of a pupil is perfect when he has been in time every morning on which he ought to have been in time, and there is, properly, no such thing as the punctuality of a school. Each boy, each girl, is punctual by separate individual effort, not as fractional unit of a class or school. The fact that all others are able to be and are punctual this morning, does not touch my ability to be punctual, or affect, in any way, the demerit of my tardiness. The difference between ninety-five per cent. of punctuality and a hundred per cent., in almost all cases, as I judge, represents the effort made for the sake of the perfect report rather than for the actual promotion of punctuality as a practical virtue. I say in almost all cases, because I would not seem to impugn, in any manner, the value of the examples cited in Mr. Cale's letter.

The question of regularity at school, including both punctuality and attendance, is a very complicated one. If school were the only interest of the community and all things were arranged for the sake of having schools, such as all we who teach, at any rate, should like, the problem would be easy of solution. But this is not so; along with the school, and intimately, inextricably linked with it by a hundred ties, are the family, the business, the church; it must take into account health, habits of a community, necessities and even convenience of individuals; such insignificant things as weather, clothes to wear, getting very tired and needing rest, must sometimes be considered. Now, dear as are the interests of school and important as are the results sought for all concerned, it cannot usurp all the attention of families as it cannot command all the energies of a community. The practical difficulty is to reconcile conflicting claims, giving to each its just weight. It may be treason to the cause, in the judgment of some, to say this, but I say it.

This paper has been extended far beyond what I at first purposed, and I will only add that between "holding up such views," whether they are correct or not, and saying "good-bye to education," there is a distance which I should not be willing to undertake at a single leap.

MANNERS.

Prof. J. C. GREENOUGH, State Normal School, Providence, Rhode Island.

"THE pressing want of our age is a positive improvement in the manners and habits of the young," is the utterance of a writer in one of our leading educational journals. Many things tend to make the youth of our

land deficient in manners. Our free institutions foster a spirit of individualism that often disdains the established uniformities of etiquette. The restraints of the more permanently stratified society of other lands are wanting. Many of the young feel that kindness and grace of manner is obsequiousness,—that to submit to the established usages of good society involves a sacrifice of personal liberty, if not of native nobility. Actual ignorance of what is fitting is the reason why many do not practice the amenities of social intercourse. The example of an hereditary aristocracy, punctilious in manners, as well as proud of descent, is not found among us as in the nations of Western Europe. Many, very many of our children receive little or no training in manners, either at home or at school. The necessity of good manners as a means of social standing, and as a means of social advancement, is not felt in our own country as in older countries. Yet the restraint which cultivated manners impose, and the refinement which they induce, are nowhere more valuable than among us. The subject indicated by our title is worthy of the careful consideration of all teachers and of all pupils.

"Good breeding" is a term often used as synonymous with "good manners," implying that grace and ease of manner are not generally to be expected, unless one is bred to the usages of good society; implying also that if one is not so bred, good manners can be gained only by patient training. Politeness, as distinguished from good manners, is the mental state, the disposition to please, of which good manners are the outward expression. Good manners are the natural expression of excellent moral qualities. Their only natural and proper basis is genuine benevolence. Pure morals and refinement of manners are properly inseparable. In teaching they should not be separated.

Before considering how we are to train the pupil to the practice of good manners, we will notice some reasons for such training:

- (a). Very many children must receive this training in school, or not at all.
- (b). Good manners are of the first importance in the transaction of business. A good address often wins a fortune.
- (c). Good manners afford one of the best means of personal protection. If, as they should be, they are the expression of excellent qualities of heart they awaken esteem. Any outward expression of benevolence tends to awaken the good will of those toward whom the benevolence is expressed. In the society of strangers a woman finds her best defence in her refinement of manners, while a lack of good manners always invites rudeness and exposes to insult. A general recognition of these facts by all classes, and a belief that every true woman is quick to apprehend them, render a woman who is careless of her bearing among strangers liable to be ranked by them not merely among the uncultivated, but even among the vicious.
- (d). Good manners react upon one's self. Good manners, we have said, are the proper expression of benevolence. The outward expression of any state tends directly to excite that state in ourselves, so that good manners tend to cherish in the soul genuine benevolence—the primal attribute of a pure and noble spirit.

(e). Good manners tend to make others better. While calling into exercise, as we have seen, the better feelings of those with whom we associate, good manners also repress their baser emotions. Thus, moral progress is secured in accordance with the great law of moral culture, viz.: the repression of wrong principles of action and the exercise of right principles of action.

We now come to the question, How shall we train the pupil to the habitual exercise of good manners?

1. Strive to develop in the soul of the pupil genuine moral excellence.
2. Train him to the natural expression of benevolence in little things, according to the best usages of good society. The first is the highest and the best product of the personal influence of the teacher, springing from what the teacher is, and affecting the heart and the life of the pupil mainly through the channel of unconscious tuition. Though the spirit and the purpose of the teacher expressed in the deeds of the teacher rather than in his words are the most effective means of moral culture, yet the teacher thoroughly in earnest in the moral training of his pupils will wisely use the occasions for moral quickening furnished in the school-room. The reading books will be made helpful in moral instruction, the events of history, the study of natural science, and especially the failures and the successes of the pupils themselves in their own moral life.

Good manners are an art, the ultimate principles of which belong to moral science. Good manners should keep pace with moral culture. Skill in an art comes by practice so full and so often repeated that by force of habit spontaneous action at length takes the place of conscious effort. Thus, art becomes a second nature. Young children are quick to imitate. If the teacher

in his intercourse with his pupils furnishes excellent models, he cannot fail to aid the pupils in forming good manners. But no teacher who appreciates the importance of good manners will be satisfied with the results that flow merely from his own example. He will use definite means of instruction. The culture of manner will assume prominence in the recitations, in the movements of the pupils, and in all their school work. As opportunity offers, and as the good of the pupils demands, he will contrive ways of securing the training we have noticed. One teacher of an intermediate school did much to improve the address of her pupils by being present on her platform at least one morning each week, some time before the beginning of the school, and as the children entered at a door near her seat, greeting each with a cordial good morning, and receiving from each the best form of address he could give. Each pupil received the full attention of the teacher, and engaged with her in conversation, until another pupil entered. This was the weekly reception of the teacher, preceded and followed by her kindly suggestions.

Another teacher of older pupils, at the close of school one afternoon, requested each pupil to meet him in his office the next morning before entering the school-room. As each entered, the teacher warmly welcomed him, and gave him a card bearing a number. Having a list of corresponding numbers, the teacher entered briefly, as each pupil left the office, a record of the pupil's excellences or defects in manner. After the school opened the teacher gave the results of the exercise by giving the numbers and the recorded criticisms, accompanied with helpful suggestions.

DICTATION DRAWING. III.

Prof. L. S. THOMPSON, Sandusky, Ohio.

LESSON III.

REPEAT the directions given in the first lesson, and then add the following: Through the upper end of the vertical straight line draw a horizontal straight line one inch long, half an inch toward the left and half an inch toward the right. Through the lower end of the vertical line draw a horizontal line one inch long, half an inch to the left and half an inch to the right. Through the left end of the middle horizontal line, draw a vertical line one inch long, half an inch above the left end and half an inch below it. Through the right end of the middle horizontal line draw a vertical line one inch long, half an inch above the right end and half an inch below it.

Remarks.—Four equal squares, half an inch on each side, will be the result. Or, the drawing may be called a square, each side one inch, with a vertical and a horizontal diameter passing through the centre.

LESSON IV.

Place a dot at the centre of the slate, paper, or space to be used. Place a dot one inch above the centre dot, and another one inch below it. Place a dot one inch to the left of the upper dot, and another one inch to the right of it. Draw a vertical line from the middle upper dot to the lower dot. Draw a horizontal line from the left dot above to the right dot above.

Remarks.—A simple form of the capital T will be the result; which, being unsuspected by the children, will be a delightful surprise, if they know the letters of the alphabet. In making dots require the children to hold their pencils upright, or, at right angles to the surface of the slate, and between the thumb and first finger. If the pupils experience any difficulty in finding the particular dots which determine the extremities of a line, have them point, with their pencils, to each dot, as it is named, several times before drawing the line.

LESSON V.

Place a dot at the centre of the space to be used, and another dot half an inch to the left of the centre. Place a dot one inch above the left dot, and another one inch below it. Place a dot one inch to the right of the upper one. From the left upper dot draw a vertical line to the lower dot. From the left upper dot draw a horizontal line to the right upper one. From the middle left dot draw a horizontal line to the centre one.

Remarks.—A large capital F will be the result. For the sake of contraction we have sometimes given two directions in the same sentence. In giving the lessons to children, only one direction should be dictated at one time, so as to avoid confusion.

LESSON VI.

Place a dot at the centre of the space to be used. Place a dot half an inch to the left of the centre; then, a dot one inch above the left one, and another one inch below it. Place a dot one inch to the right of the upper one, and another one inch to the right of the lower one. Draw a vertical line from the

left upper dot to the left lower one. Draw a horizontal line from the left upper dot to the right upper one; and another horizontal line from the left lower dot to the right lower one. Draw a horizontal line from the middle of the vertical line to the centre dot. The capital E will be drawn.

LESSON VII.

Make dots as in the last lesson. Then draw a vertical line from the left upper dot to the left lower one; and another vertical line from the right upper dot to the right lower one. Draw a horizontal line from the middle of the left vertical line to the middle of the right vertical line.

Remarks.—The capital H will be drawn. Instead of saying to the pupils, as above, "Make dots as in the last lesson," give directions for each dot separately, as in Lesson VI.

LESSON VIII.

Place a dot at the centre of the space to be used. Place a dot one inch above the centre dot, and another one inch below it. Place a dot half an inch to the left of the upper dot, and another half an inch to the right of it. Draw a slanting straight line from the left upper dot to the lower one, and another slanting line from the right upper dot to the lower one. The capital V will be the result.

LESSON IX.

Place a dot at the centre of the space to be used. Place a dot one inch above the centre dot; and another one inch below it. Place a dot half an inch to the left of the lower dot, and another half an inch to the right of it. Draw a slanting straight line from the upper dot to the left lower one, and another slanting line from the upper dot to the right lower one. Draw a horizontal line from one slanting line to the other, and half an inch from their lower ends. The capital A will be formed.

SCHOOL GOVERNMENT.

THE secret of power over the minds of children lies very largely in a wise love for and sympathy with them. He who has this in such a degree that no waywardness, no amount of bad conduct on their part can ever betray him into an impatient word or a feeling of anger; he whose every act and word shows a just appreciation of the difficulties which surround the pupil, and a sincere desire to be helpful to him, is not likely to make a failure of school management.

But, in order to the highest success, not only must love be the mainspring of the teacher's character, and he be able to appreciate the position of his pupil, but he must have a profound insight into the formative sources of character. He must thoroughly understand all the fallacies and delusions with which children surround themselves, and out of which much of their bad conduct springs, and be able to tear off the mask and reveal their deformities in the clearest possible light. And to this end he must possess in a high degree the power to give clear and forcible expression to the truths he sees.

From this it will readily be seen that there is no royal road to the highest success in government. It can only come—except to a few gifted persons—as the result of close observation, a wide reading, and earnest thought. A.

LIGHT AND SHADOW.

J. B. REYNOLDS, Louisville, Ky.

"OH! 'tis pleasant with a heart at ease,
Just after sunset, or by moonlight skies,
To make the shifting clouds be what you please."

—Coleridge.

Yet 'tis sweet and 'tis a glorious sight,
Wand'ring erewhile at noon of night
Beneath yon canopy of light,
When the moon shines out serene,
With not a cloud to intervene,
Or envious speck to come between;
And all the skies bespangled o'er
With stars so thick on heaven's floor
There scarce seems room for any more;
'Tis sweet indeed on such a night
To see them shed their silver light,
Bathing all things in radiance bright,
Upon the side of some sloped hill,
When all things else are silent, still,
Save yonder "many-twinkling" rill,
And cast a shadow deep and wide
Upon the opposing bright hillside.
How more than fit for mortal sight
Is such a scene on such a night!
Angels might view it with delight.

Musical Department.

Editor, W. L. SMITH, East Saginaw, Michigan.

[Musical exchanges, books for notice, correspondence, queries, etc. touching upon musical topics, should be sent to the editor of this department.]

THE ABILITY TO SING.

IF the principles of music are ever to be properly understood by the masses, and the ability to sing become general, the work of teaching must be commenced in childhood, before the organs of hearing and vocalization become so fixed that musical sounds can neither be produced nor appreciated. Experience has proved that, when commenced at an early age, there is scarcely one but what may be taught to sing. The musical ear is gradually developed by the ever-recurring *voice-pressure* in the school room; the child becomes interested in the song-singing of his associates, and he tries to sing with them. Perhaps he fails at first; but after oft-repeated attempts he, at last, succeeds. But if left to grow up with an ear uncultured and a voice untrained, he finds himself at adult age unable to sing, and laments that God gave him neither ear nor voice for music. A writer in the *Musical World* says:

"Suppose an infant's hand were to be enclosed in a box in such a manner as not to impair its growth, but at the same time to prevent the possibility of its being exercised or used in the slightest, and that this treatment should be continued through boyhood and youth to maturity. At the age of twenty-one the box is removed; and the young man, finding his hand utterly helpless, begins to blame God with its useless condition. The utter absurdity of this is apparent to all; and yet an exact parallel to it may be found in the cases of thousands of men and women who claim that Providence has denied them or their children the power of musical utterance, when their inability to sing is only the result of neglect, too often willful."

In a paper read before the American Social Science Association by Dr. J. B. Upham, it is stated that "the ability of children of school age to appreciate the sounds of the scale and acquire an elementary knowledge of music is almost universal. At a test of this question in the primary and lower grammar classes of the Boston schools, it was found that of about forty pupils in the lowest primary class, whose average age was five and one half years, some half dozen were unable to sing in tune. Proceeding upward in the grades, these instances became less frequent; and when the second year of the grammar course was reached, not a single discordant voice was found in a class of one hundred and eight pupils of the average age of twelve to thirteen years."

History furnishes indubitable proof that the brightest names on the musical roll of honor are those whose genius manifested itself in childhood, their musical education beginning even within the very limits of infancy, and so on developing and strengthening with their ripening powers, and culminating at last in that great perfection which gave to the world their grandest master works.

Practical Hints and Exercises.

Editor, Mrs. KATE B. FORD, Kalamazoo, Mich.

A CHARADE (CAN-DID).

There are five acts, the first and second on the two chief meanings of the word *can*; the third on the last syllable of our word; and the last two on the two meanings of the entire word—"candid" and "candied."

ACT I.—Scene—A schoolroom of the Primary Grade. A class of five girls and boys stands before the blackboard, on which the teacher (a large girl) has written in a plain hand the word "*can*." The teacher begins:

"I have written a word on the board; who can read it?"

They all raise their hands, and one is selected, who reads, "c-a-n, can." Another is chosen to put the same word down in printing, and while he is doing this, they all spell the word together, first by letter, and then by sound. The teacher then proceeds:

"We will talk a little about cans, and what people put in them." (A small oil can is here placed on the table.) "What is this used for?"

Willie—"To fill lamps with."

Teacher—"But could I, with this empty can, put oil into a lamp?"

Jennie—"O, no! But if there was oil in the can, you could pour it out of that little tin spout."

Teacher—"And do people always have oil in the can when they fill lamps?"

Jennie—"Yes'm. They always do, I think."

Teacher—"Then, Willie, what shall we say oil-cans are used for?"

Willie—"It seems to me yet that they are just to make the oil go out of, so it won't run all over the table."

Teacher—Playfully patting Willie's cheek—"You are right, my boy; but I think it is used to keep the oil in too."

Two common fruit-cans, one made of tin, and one of glass, are now placed on the table.

Teacher—"What does your mamma have in such cans as these?"

Emma—"Plums."

Johnnie—"Peaches."

Fred—"Strawberries."

Teacher—(After waiting.)—"No other kind of berries?"

Jennie—"Blackberries, currants, huckleberries."

Teacher—"I can think of another kind of berries."

Jennie—"Geeseberries!"

They all laugh but Jennie, who says, seriously, "My mamma does put geeseberries in the can! I saw her do it."

Teacher—"They musn't laugh at you, Jennie; and you must say 'gooseberries,' not 'geeseberries.'"

Fred—"Sometimes they have fish, and oysters, and lobsters in cans."

Teacher—"Yes, and other kinds of meat, too."

Johnnie—"My big brother Bennie had a can with something in it, last night, and when I asked him what it is, he said 'cow.'"

Teacher—"He's a roguish boy, and wants to tease you a little. He ought to have said 'beef.'" To the class—"When you have taken your seats, you may try to make pictures on your slates of these three cans. One" [class put their hands to their sides]; "two" [they turn]; "three" [they go to their seats, and the teacher leaves the stage].

ACT II.—Scene—A playground. Five girls, with hats on or hung on their arms. Two are playing "cat's cradle," the others looking on. A mistake is made, and one of the three speaks:

"Why, Fannie, it's just as easy as it can be. Let me take off the string. She tries, and fails. One after another then laughingly says:

"O, yes, you can! We all know you can! Of course you can!"

She tries again, and blunders; when her friends laugh still more vigorously, and Fannie says, more earnestly:

"I know that I can do it. I'll show you that I can."

The third time she succeeds; then they shake hands with her. Just now, at one side and out of sight, a bell rings, and they hurriedly start in the same direction, remembering to stop and bow just before getting out of sight.

ACT III.—Scene—A railroad car, or a few seats arranged as in a car. Enter a man, his wife, and two children, Eliza and Samuel. The mother sees the son and daughter seated, while the father deposits various parcels on the seat opposite the one himself and wife are occupying. The wife nervously handles each article, asking the husband meanwhile:

"Did you put my overshoes in the bag?"

He looks vacantly ahead. She speaks a little louder.

"Mr. Smith, did you put my overshoes in the bag?"

Mr. S.—"Yes, ma'am; I did."

Mrs. S. rearranges her bundle and herself, and remarks:

"Are you sure you put the key under the door-mat, and shut that west cellar window?"

Mr. S.—"Yes, ma'am; I did."

Mrs. S. opens her basket, arranges things within, closes it, and remarks:

"Are you sure you bought the right tickets, Mr. Smith?"

Mr. S.—"I did."

Mrs. S.—"And you had the trunks checked?"

Mr. S.—"I did."

While the preceding conversation passes between the parents, the daughter takes off her cloak and hat, and the boy has busied himself unrolling and rolling up again a paper parcel. Mrs. S., just discovering what the children have been doing:

"Samuel Smith, hand me that bundle! What do you mean by opening bundles right here, with robbers, and pickpockets, and nobody knows who, all round us? Between the carelessness of you children, and your father's forgetfulness, I shall lose everything I ever had! Now, Samuel, button up your coat, let your overcoat and hat alone, where your mother put them; sit as you ought to, on the seat, and do let me have a little peace and rest during this journey, if I never have any anywhere else. Eliza, put on your cloak and hat, this minute. You know you'll take cold. How I wish I didn't have to scold every hour of my life! Mr. Smith, did you order the mail forwarded to York State?"

Mr. S.—"I did."

Mrs. S.—"And you picked up the tooth-brushes and combs, and put them in at the last?"

Mr. S.—"I did."

Mrs. S.—"You closed all the shutters?"

Mr. S.—"I did."

Mrs. S.—"Tied up the back gate?"

Mr. S.—"I did."

Mrs. S.—"Did! 'Did! Nothing but 'did.'"

Here the conductor enters, takes the tickets, and gives them others in return, which Mrs. S. proceeds to count over and place carefully away. "Grand Junction" is called loudly, and all go out.

ACT IV.—Home scene. Father reading paper; mother sewing and rocking a crib. Enter Bridget.

Mother—"Well, what is it now, Bridget?"

Bridget—"The beautiful jelly, ma'am, the same you made yourself last fall, ma'am, is all petrified, ma'am."

Mother—"Petrified? What are you talking about?"

Father—"She heard me remark to you, yesterday, that the specimen of coral I brought home with me looked like petrified honeycomb."

Bridget—"And sure, and the jelly looked jist like honey, sir. I and the mistress put it away wid our own hands last fall airy."

Mother—"But petrified means turned into stone. The jelly isn't getting to be stony, is it?"

Bridget—"And it has the looks of fine grains of sand, ma'am, and is so thick and hard never a bit of it'll pour out of the jar, ma'am."

Mother—"Oh, I know what the trouble is. It has candied."

Bridget—"Counted, did you say, ma'am?"

Mother—"Candied, candied, Bridget; turned to sugar. Go to the kitchen now, and I'll be there soon, and tell you what to do with it."

Bridget goes. Mother folds her work and retires. The man soon after lays down his paper and leaves the stage.

ACT V.—Scene—A parlor. Several large boys and girls from 12 to 15 or 16 years of age.

Frank—"Let's have a game. What do you say?"

Mary—"I'd like it. Come, girls."

Julia—"What shall we play? You tell us, Frank."

Frank—"When Rob and Henry come here, I'll tell you a splendid game."

They all gather around Frank.

Frank—"Now, all sit down, close together—so," (arranges chairs in a semicircle, and they seat themselves, laughing and talking busily together all the while), "and you must promise to answer everything I ask you."

All—"We will, we will; of course we will! You must tell the truth, too; the whole truth, and nothing but the truth."

Alice—"That won't be much of an entertainment. However, I will promise."

Frank—"You all promise, do you?"

"I do," "I do," "yes," etc., from all.

Frank—"Well, this play is called 'candor,' and you must be candid. No matter what questions I ask you, you are engaged to answer them."

Carrie—"We surrender ourselves into your hands, you see, and now you have a chance to show what excellent good sense you have."

Frank—"George, confess how many cookies you have devoured within the last 24 hours."

George—(thinking)—"Six for supper, four at bedtime, four for breakfast,—and—I really cannot remember how many more I carried in my pocket to school this morning. Ask my mother—she'll tell you how many she had yesterday, and how many she is minus now."

Frank—"Miss Mary, what were you thinking of the most of the time during prayers this morning, when you put your head over so devoutly?"

Mary—"I was going over and over that miserable problem in geometry. I did not want to fail, as you did the morning before, Frank."

Frank—"How my own coin seems to come back to me. Well, Julia, tell me the very truth. Which would you choose, if you had the power of getting it, to-day—the meek and lovely spirit Prof. Hardy advised you girls the other day to gain at all hazards, or one of those remarkable diamonds we were talking about this afternoon in the history class?"

Julia—"The lovely spirit, and then perhaps some large-hearted youth like yourself would reward me by giving me a diamond or two."

Frank—"Just like a girl. Rob, who solved those examples you handed in, so clearly written out this morning?"

Rob—"I and my father."

Frank—"But how many did you solve alone?"

Rob—"We only promised to answer one question apiece. At least, I intended it should be so. Let's go around once, and then decide about your further quizzing us."

Frank—"Alice, how many pages of your last composition did you take bodily from the encyclopedia? Own up, now; three, didn't you?"

Alice—"I took a few paragraphs—no pages; and I put quotation marks where you would doubtless have entirely forgotten them."

Frank—"Henry, if you could be somebody else, not yourself, whom would you like best to become?"

Henry—"George Washington. He is dead, however. No, I believe I'd rather be 'my father's hope, my mother's joy'—in short, another fellow just like my present self."

Frank—"And, Carrie, you are the last. Now, tell the truth; be candid—which one of us chaps do you think most like Napoleon Bonaparte, the Emperor of France?"

Carrie—"Not having been alive at that time, I can hardly tell. In one respect, however, I may safely decide. As to impudence—you."

Frank—"And is that what you call candid?"

The following is so rich that no amount of "political proclivities" can detract from its flavor.

Mirth-provoking incidents are never wanting in a school, and it is absolutely marvelous how unexpectedly things will turn.

I don't know what I am risking by relating the following anecdote, but coming just at this period of our history, it is too irresistibly comical to help.

I had been for some days dwelling on the ever-new history of "Joseph," and had got as far as the story of the two prisoners of the king's household, over whom Joseph had charge. Children are always very much interested in the "dreams" which follow each other so quickly in the sequence of Bible narratives; and these two of the king's "butler and baker" have special claims—probably because the interpretation reveals itself so immediately.

I gave them the story in full, and let them digest it for a day, and then came the usual questioning.

They remembered every little point to a remarkable degree, so that, when I asked them of the incidents connected with the two men, I received each time a correct answer.

But you may judge of my sensations, not to say emotions, when, on asking which man was the happier at the fulfillment of his dream, an embryo politician shouted out, in the greatest good faith: "Old Butler!"

MARY P. COLBURN.

The value of a thought is to-day rated according to its setting, whether in the penny press, in the more dignified and expensive daily, in the learned monthly, or in that consummation of either wisdom, stupidity, or lifeless mediocrity—a book. Solomon's sayings would be as silly in a 7x9 journal as its editorials would generally be in larger and more important contemporaries. Readers estimate reason according to the company it keeps. Diamonds in brass and glass in gold are both misjudged and held to be counterfeits. Thoughts fare little better in the general valuation of the public.—*Chicago Tribune*.

American people to-day are willing to pay all necessary dollars for public schools, but American people to-day demand one hundred cents' worth in return for every dollar expended. As long as our schools give that return the people will be ever satisfied. When that return fails (and it is failing too often) then they complain and withhold their purses, and they are justified in so doing.

AARON GOVE.

Do not fear to go thy own ways, if they be but right. Consider that, as no two bodies or two minds are alike, so the true expressions and manifestations of no two individuals can be, and that, if thou adopt the ways of others when they do not agree with thy own, thou art verging toward the path of hypocrites.

F. C. BESSLER.

A little girl asked her mother: "What kind of a bear is a consecrated cross-eyed bear?" The mother replied that she had never heard of such an animal. The child insisted that they sang about it at the Sunday School. "No," said the mother. "It is 'A Consecrated Cross I Bear.'"

Self-study, self-criticism, and a rigid honesty with self, are essentials of growth, for, after all, character is an endogenous plant. C. A. MOREY.

Notes.

GENERAL.—Princeton College has just followed the good example of Harvard University, set during the last two or three years, and announces a Board of Examiners to hold sessions statedly at Louisville, to examine students from Kentucky and other states, who can reach that city more conveniently than Princeton. This is a plan that other of our great schools might imitate to advantage.—The new and vigorous blood infused into the political life of the nation by certain of the later schools for higher education in this country is graphically set forth in a recent remark by the well-known newspaper correspondent, George Alfred Townsend ("Gath"): "The effect of new colleges, like the Vanderbilt University in Tennessee, the University of Michigan, the Hopkins College, and Cornell, is rapidly encountered in public life and politics. We have only about ten years to wait before some of these schools will begin to extend their influence to Washington."—Something very like an antique "find"—and yet not a find—has been put in print by the Head Master of St. Paul's School, London. It is a careful estimate, based on studies in educational history, of the branches taught in an English town like Stratford in Shakespeare's time, and which he probably studied with other boys of his rank. The list runs as follows: "1. An 'A B C book,' for which a pupil-teacher, or 'A B C-darius,' is sometimes mentioned as having a salary. (I have a transcript of an 'A B C book,' from the Grenville Library, which I suppose to be of the latter part of Henry the VIIIth time.) 2. A Catechism in English and Latin. 3. The authorized Latin Grammar, put out with a proclamation adapted to each king's reign. 4. Some easy Latin construing book, such as Erasmus's 'Colloquies,' Cordearius's 'Colloquies,' (you will see an edition of 1568 in the British Museum, marked 12316 e 1-7, or 'Baptista Mantuanus,) to which list of studies, suggests Mr. Furnivall, we may add writing, arithmetic and music."—The friends of State Supt. Ezra S. Carr, of California, will be pained to learn of the death of his son, John H. Carr, which happened in Sacramento the 9th inst. He was found shot in his bed, whether by himself or some other person is not known. Another son was not long since killed by a locomotive at Sacramento. Supt. Carr's health has been quite poor through the winter, and this new affliction will be keenly felt.—Superintendent Marble, of Worcester, Mass., a young man of uncommon ability, well known to the educators of the country by his official duties in connection with the National Educational Association, has recently put forth the following valuable opinions on the salary question: "The difference between ordinary teaching and the best is hardly ever fully appreciated by those most familiar with both; and by many it is not appreciated at all. Suppose that our teachers reach an average of excellence as high as that in the most fortunate city in the land; suppose, now, that all the teaching in some one study, arithmetic for example, were to be done by the most accomplished master of that subject, instead of by the regular teacher; it is not too much to say that the children could, in one term, learn all which they now acquire in a year. The same is true of each of the other school studies. Teachers of this ideal kind are rare; and in proportion as they approximate to that standard they will command larger salaries. Such ideal teachers, at four times the ordinary salary, would be cheaper, because three-fourths of the pupil's time, three-fourths of the fuel, and three-fourths of the cost of school-houses, would be saved. Each fourth of the school-children might then attend school in the four successive terms of the year. What a commotion this proposition would make if put in practice—a school-master at \$8,000 per year! and a primary school-mistress at \$4,000! Let no one suppose that this practice is advocated; there is no danger that it will be adopted. Is this proposition so preposterous after all, if teachers so skillful could be found?"—At a meeting of graduates of Kenyon College in this city, held recently, the "Chicago Alumni Association" of that institution was duly organized, resulting in the appointment as follows: The Rev. Henry G. Perry, M. A., President; John A. J. Kendig, M. A., Vice-President; Dr. Albert B. Strong, M. A., Treasurer; J. E. Jacobs, M. A., Historian; Edward Starr, B. A., Secretary. A contemporary quotes as among those graduated from Kenyon College (Gambier, O.): President Rutherford B. Hayes, in the class of 1842, and the Hon. Stanley Matthews in 1840; ex-Secretary of War Stanton, class of 1533; and Hon. Henry Winter Davis, 1837; Senator Judge David Davis, 1832; the Hon. Henry B. Banning, 1850; and the Hon. Frank B. Hurd, 1858, of the late Ohio House of Representatives, besides various others.

LITERARY.—A little book has been left on our table, entitled *German without Grammar or Dictionary*, and we avail ourselves of the first oppor-

tunity to say that it presents the true method of acquiring, in an agreeable and fascinating manner, the first principles of the German language. The method is the Pestalozzian, or object-lesson method, and is developed with much faithfulness and skill by the author. By the aid of this guide, even those not masters of the language can easily teach it to beginners, and those who are no longer children will find the method here developed the only one by which, more or less modified, they will ever become able to speak the language readily. But it is not only the Pestalozzian method that is here developed, there is also distinctly a method of the author, Dr. Zur Brücke. It is that the subject is first introduced in terms very similar to the corresponding English words, and by a series of exercises in conversational style upon subjects familiar to every child, the learner is led along until he becomes master of most of the words in common use in the household and the school, without the use of any book at all. We commend it heartily to teachers and students. It may be obtained of the publishers, S. C. Griggs & Co. of this city, by sending the introduction price, thirty-four cents.—*The Monthly Reader*, published by John L. Shorey, 36 Bromfield street, Boston, is worthy of the earliest attention from teachers of primary schools. If you like *The Nursery*, as of course you do, then send five cents for *The Monthly Reader*.—*The Pacific School and Home Journal* is a new magazine of high aspirations and fair promise, published in San Francisco, monthly, at two dollars a year; Albert Lyser, editor.—*The Athenaeum* comes from Springfield, Illinois. It is an elocutionists' journal of very fine appearance. The only objection we have to it is that it keeps its head concealed. It is an indication of strength and independence to see the name of the responsible party plainly printed on any journal.—Sherwood's *Speller and Pronouncer* was designed to accompany his *Writing Speller*, but any one who is interested in noting the differences in pronunciation between Webster and Worcester will find it good for at least one evening's entertainment, and then the next may be spent by using the work as a test speller. It is not a new thing, but a good thing.—Prof. Youmans, in the *Popular Science Monthly* for May, calls Pleasanton, the man who has the honor of furnishing the latest popular sensation, a "pestilent ignoramus, and his book the ghostliest rubbish that has been printed in a hundred years." This magazine, by the way, is unexcelled for the teacher who wishes to keep himself informed on questions relating to modern science. When once it finds a place in your library it will never be permitted to lose it. To him who *thinks*, it is worth much, but to him who *reads* merely, and allows others to do his thinking, the story-magazine will be found more agreeable. In this May number Prof. Youmans, the editor, says some very pertinent things on this very point. Read "The Relative Importance of Ideas," on page 108, only don't presume, from the editor's reference to "a long list of distinguished men as editors," that THE EDUCATIONAL WEEKLY is the journal referred to. Other good things found in this number are "Mesmerism, Odylism, Table-Turning, and Spiritualism," by Dr. Wm. B. Carpenter; "Movements of Jupiter's Cloud-Masses," by Richard A. Proctor; and a "Sketch of President Barnard," with an excellent portrait.

PAMPHLETS RECEIVED.

CATALOGUE of the *Wisconsin Female College*, at Fox Lake, Wisconsin, for the school years 1874-5 and 1875-6. Rev. Albert O. Wright, principal.

Register and Announcement of the Logan Female College at Russellville, Ky., for the collegiate year 1875-6. A. B. Stark, LL. D., President.

A Vindication of the Common School, Free High School, and Normal School Systems of Education as they Exist in the State of New York. By J. H. Hoose, Principal of the State Normal School, Cortland, New York.

The Idea of the State and its Necessity; and Words vs. Things, the importance of the study of Language. By William T. Harris, Superintendent Public Schools St. Louis, Mo.

The Common School (Iowa) for February, being two months past date. "The Outlook" in this number is refreshing. Brother Crosby is understood, nevertheless, to be in quest of fresh fields and pastures new on the sunny slopes of New England! That outlook will do to preserve as a future vindication of the truth of history (!) or as a salutatory for some other "grand combination" by the same Eminent Success.

Proceedings of the Second Annual Session of the Colorado Teachers' Association, held at Boulder, January 3d and 4th, 1877.

Education and Industry. A report on the course of education adapted to the wants of common schools, made by the Educational Committee of the Kansas State Grange, and read by F. G. Adams, of Topeka, at the annual meeting, at Manhattan, December 13th, 1876. This is a very valuable pamphlet, to which we shall make further reference hereafter.

Common School Education, with a Digression on the College Course. By B. A. Hinsdale, A. M.

Course of Study for Iowa Normal Institutes, 1877. C. W. von Coellen, Superintendent of Public Instruction.

Advanced Sheets of the Biennial Report, Statistics for 1876. C. W. von Coellen, Superintendent of Public Instruction, Des Moines, Ia.

Eleventh Annual Catalogue and Circular of Shattuck School, Faribault, Minn. Rt. Rev. H. B. Whipple, D. D., Chancellor; Rev. James Dobbin, Rector.

Constitution of the State of Colorado.

Twenty-seventh Report of the Public Schools of the State of Missouri. Richard D. Shannon, Superintendent.

Proceedings of the Board of Supervisors of Kenosha County, Wisconsin, for the year ending January 1, 1877.

Catalogue of Phillips Academy, Andover, Mass., 1876. Cecil F. P. Bancroft, Ph. D., Principal.

Speech of Hon. John I. Gilbert, in the N. Y. Assembly, on the Resolution in Reference to Normal Schools, March 14, 1877.

Twenty-first Annual Report of the Board of School Inspectors of the City of Peoria, for the year 1876. E. S. Wilcox, President.

Correspondence.

THE ACQUISITION OF FOREIGN LANGUAGES.

TO THE EDITOR OF THE WEEKLY:

WILL you allow me a column or two for some remarks on the article on "The Acquisition of Foreign Languages," published in No. 13 of your paper? I shall not ask you for the space it would require to fully set forth my reasons for holding the opinions advanced in the following lines:

I fully concur with the writer in his condemnation of such language methods as Ollendorfs and Marcel's, and of the lifeless manner in which living languages are taught in many schools. I will even go farther, and include the methods of Jacotot, Hamilton, Toussaint, Langenscheidt, and—Heness. I regret I have to add the last name, for it represents the system which your contributor admires. I cannot join him in this admiration for the same reason that leads him to find fault with the older methods of instruction. This conversation-method is not what it is claimed to be; it is *not natural*. It is not natural, in the process of learning, intentionally to exclude previously acquired knowledge, that might serve as a means of acquiring further knowledge; but this is done if the vernacular is "thoroughly banished from the classroom." I do not say that it is natural for any one to learn more than one language; but it is natural for any child, or young person, knowing his mother-tongue and learning a foreign language, to compare the latter with the former. For a baby to do so would not only be unnatural, but even impossible; no less so than it would be for a six-weeks' old little innocent to walk straight on his two feet. But would it not be just as unnatural for young masters and misses of fourteen to creep on all four? I do not pride myself on the appropriateness of this comparison, but it will stand the test as well as that between talking and swimming. "These matters admit of no compromise. Would you swim? Go into the water. Would you learn to talk a foreign language? *Talk it.*" Why, such advice, given to unsuspicious youth, might have very dangerous results; it needs at least to be essentially modified and limited before it may be safely followed. I do not see that a compromise is such a bad thing under all circumstances; it often leads to very satisfactory results, and I am sure it would in this case. I should say thus: If you want to learn to talk a language, study it faithfully under a good teacher; learn words and phrases, imitating the pronunciation of your teacher as nearly as possible; compare the elements of the foreign language with those of your own mother-tongue, so as to more easily remember them; study also the laws which govern the use of words and the formation of sentences, and see how they are applied by authors; read aloud and speak the foreign tongue with your teacher and others as much as possible, for, however much you may know, it is after all only by much practice that you can acquire facility in using it.

It is such and similar advice that I should give one who wants to learn to speak a foreign tongue, although I do not deny that a person may learn to talk in a certain way without studying the grammar; he may possibly talk with more "confidence," but not with much correctness; he will "acquire confidence," because he is, in some degree, kept in ignorance. If students who study a language thoroughly are often too diffident, those who learn to talk it in a "practical" way, on the streets or otherwise, are mostly too confident. Of the two faults I prefer the former.

That by Mr. Heness' and Mr. Sauveur's method an "average child twelve or fourteen years old, can be so instructed in one year of forty weeks as to communicate his ideas on any subject with no difficulty whatever," I must confess, seems to me highly improbable, to say the least. I do not doubt what Prof. Heness says about his success with the sons of Professors Whitney, Thatcher, and Hadley, and some others; but he is honest enough to say that they were "most intelligent and promising boys, from ten to fourteen years of age," and that he had them "one school-year of forty weeks, five days per week, and four hours per day." I do not think it in the least surprising that "when one of the pupils, on his return home (from a picnic), was questioned by his mother as to his day's frolic, he stammered so as to be quite unintelligible, until, after being reprimanded by his mother for his incoherency, he said: 'Mother, if you will let me talk in German I will tell you all,' and that he proceeded to do so without hesitation or difficulty."

But I believe that an average child taught by a good teacher, according to another good method, one hour per day during four years—for that equals four hours per day for one year—would have a more *thorough* knowledge of German than those boys had, and, with some exercise in conversation, would in all probability "talk" it as fluently. But here the question suggests itself whether the talking of the language is the main object in view in most cases, a question which I can not discuss now.

I should like to say a good deal more on this subject, but I find that I have to be brief in order not to take too much of your space. I do not undervalue the results which Mr. Heness and Mr. Sauveur, and may be some others, have obtained by means of the method advocated in the article in your last number; the inventors of all special methods have, on account partly of their own enthusiasm, partly of the character of their pupils or of other circumstances, had great success as instructors; they have attracted the attention and interest of eminent scholars; the methods of others have received even more complete recognition of such men, than the method now under discussion has received from the above named gentlemen who sent their children to Prof. Heness' school; for, neither Prof. Hadley, if he were living, nor Prof. Whitney, nor any other eminent scholar, I think, would recommend that method for public schools; but none of those "invented" methods, if I may use the term, have found such general application or met with such success as would warrant their recommendation to the average teacher who is instructing average pupils; and the reasons are well known.

In the present case it should at least be considered that the plan of presenting the *concrete* before the *abstract*, which forms the most favorable feature of the method, is only *apparently* carried out; for nearly all those who study a foreign language have already studied English grammar, and in ignoring this fact one fails to recognize another important educational principle, viz., to apply the *known* in teaching the *unknown*. To preclude the higher powers of the mind in acquiring knowledge, on the ground that a child, in whom those higher faculties are not yet formed, gets along without them, is both unphilosophical and unnatural. To use the method in question with other than quite young children, is unwise and unsatisfactory; it does not satisfy the children themselves, as soon as they begin to learn anything about grammar in one language; I have had this experience with three children under my daily observation, who are learning to speak three languages at the same time.

I would then not advise teachers to use the "natural method," unless they are instructing little children; with older children and adults, I would advise them to use a book at the very outset; at first an introductory course, in order to familiarize the pupils with the signs and pronunciation and supply them with a certain stock of words; then I would set them to reading, writing, and translating, and at the same time make them pursue a complete course in grammar, continually combining the theoretical with the practical, the syntactical and analytical, and conversing with them in the foreign language on topics which the lessons may suggest; but by all means make them talk correctly.

A. LODEMAN.

YPSILANTI, MICH., March 31st, 1877.

GENDER.

TO THE EDITOR OF THE WEEKLY:

IN No. 12 of the EDUCATIONAL WEEKLY, M. M. Campbell, of Bloomington, Indiana, discussed the subject of "gender." He contends that there is in personification a "*law of sexification*" that "goes much deeper into the physiology of the sex than text-books have ever told us, and deeper perhaps than it would be expedient to go in a text-book for a promiscuous school. Thus the *sun*, when personified, is made a *male*, and his name is therefore masculine, because he emits an in-created or original light. But the *moon* is made *female*, and her name feminine, because she first receives her light *ab extra*, and then sends it forth." This explanation would be more satisfactory if we knew why this *deep* "law of sexification" was in force in the Greek and Latin mind but failed to exert its force on the Teutonic mind. In the Anglo-Saxon and early English, *sun* was considered as *feminine* and *moon* as *masculine*. The change to the present usage was caused through classic influence. The Germans still treat *moon* as *masculine* and *sun* as *feminine*. The Dutch treat both (*maan* and *zon*) as feminine. In the Sanskrit we have *sura*, *sun*, and *mas*, moon, each *masculine*. The form *masa* is both masculine and neuter, but usually masculine. The views presented by Mr. Campbell were given at length more than a hundred years ago in Harris's *Hermes*, A Philosophical Inquiry concerning Universal Grammar. Harris, however, at the close of the discussion, says: "He that would see more on this subject may consult *Ammonius* the Peripatetic in his Commentary on the *Treatise de Interpretatione*, where the subject is treated at large with respect to the Greek tongue. We shall only observe that as all such speculations are at best but conjectures, they should therefore be received with candor, rather than scrutinized with rigour."

Although the Greeks and the English poets consider *time* as *masculine*, yet in Carlyle's *Hero Worship*, we find this question: "As for the Old Woman, she was *Time*, Old Age, Duration; with her what can wrestle?" The Anglo-Saxon *tid*, time, is *feminine*, the Dutch *tyd*, time, is *masculine*, and the German *zeit*, time, is *feminine*.

Before closing these brief comments it may be well to allude to the tendency among boys at play and illiterate persons generally to personify inanimate objects, and also to treat the names of nearly all such personified objects as *feminine*. This fact is well illustrated by the following lines current in Gloucestershire, England:—

"In Gloucestershire everything always is *she*
Except a cock-turkey and *he* is a *she*."

SALEM, OHIO, March 28, 1877.

W. D. HENKLE.

THE EDUCATIONAL WEEKLY.

STATE DEPARTMENTS.

EDITORS:

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Nebraska: Prof. C. B. PALMER, State University, Lincoln.

Educational News—Home and Foreign: HENRY A. FORD, Kalamazoo, Michigan.

CHICAGO, APRIL 26, 1877.

Wisconsin.

PROF. HOWLAND, of Eau Claire, publishes in the *Free Press* an abstract of reports for the winter term of 1877, which includes the following items: Number of pupils enrolled; per cent. of attendance; number of cases of tardiness; per cent. of punctuality; number of pupils not tardy or absent. The report makes a creditable showing. One hundred and twelve scholars, whose names are published, were neither absent nor tardy.—The *Chronicle* has the following to say of the institute at Dodgeville: "The interest on the part of the teachers was well kept up, and they acquitted themselves admirably under the severe questioning and searching cross-examination of Prof. McGregor, who has the happy faculty of holding closely the attention of all who hear him talk, and the science of asking questions so as to induce thought and bring out ideas seems to be second nature to him."—A correspondent of the *Milwaukee Sentinel*, writing from Juneau, speaks in very complimentary terms of the practical, common sense work of Prof. Graham in the institute at that place. Thirty-seven subscriptions for the WEEKLY were taken here.—A very profitable institute was that conducted by Prof. Salisbury, at Westfield. The members were mostly experienced teachers and earnest workers.—Prof. Thayer's institute work seems to be done in his usual quiet way, but is none the less well done.—The Milton jottor of the *Janesville Gazette* says that the spring term of Milton College opened with a larger attendance than any other spring term for years.—Prof. De La Matyr, of Black River Falls, states in the *Banner*, that the schools of that village rank first in the state in punctuality and attendance. We should be glad to see the comparative statistics of the schools of the state, upon which such assertion is based.—The Racine High School sustains a Literary Society.—Mayor Meachum, of Racine, speaks thus to the Common Council of that city: "I know that I am safe in stating that there is not a school-room in our city but what contains a greater number of pupils than the strict laws of health will allow. No time should be lost in correcting this condition of things, for it is a matter of too much importance to be neglected. I find there is a difference of opinion with our citizens in regard to the wisdom of our school board in dispensing with the services of a male principal."—The *Janesville High School*, at the close of the winter term, graduated a class of ten.—The La Crosse Board of Education recently appointed a committee of three to visit each of the ward schools, and report any suggestions relative to the improvement of their condition. Each of the committees made a very full report, and, upon the whole, commendatory. Judging from the printed reports, we should say that in the main the La Crosse schools are very efficient. It would be strange indeed if the committees did not find something to criticize. From the press of the city, it appears that the new Superintendent, Mr. Roby, is very popular and efficient.—Many of the county superintendents of the state are making a vigorous campaign in the matter of teachers' associations.

Indiana.

REV. E. O. HOVEY, D. D., professor of chemistry, mineralogy, and geology in Wabash College, died March 10th, at the age of seventy-six. He had been connected with the college since its foundation, a period of more than forty years. It is stated that the mineralogical and geological cabinet of the college, which is superior to any other in the state, is chiefly the result of his efforts.—Rev. J. W. Hanson, editor of the *Covenant*, of Chicago, has been elected President of Smithson College.—De Pau College, of New Albany, graduates eight students this year.—The State Board of Education has compiled the following statistics respecting the state system of schools of Indiana: School year began August 31, 1875; ended August 31, 1876. School population between the ages of six and twenty-one, 679,230, of which 351,990 are males, and 327,240, females. Number enrolled in school during

the year, 516,270; average daily attendance, 314,168; average duration of school, 129 days. Whole number of teachers employed, 13,411; male, 7,852; female, 5,559. (This looks as though the lords of creation were still maintaining the supremacy.) Average salary of teachers per month—male, \$63.20; female, \$41.40. Annual income—from state tax, \$1,553,164.14; from local tax, \$2,693,321.07; total from taxation, \$4,246,485.21. Interest on permanent fund, including rents of school lands, \$616,164.55; from other sources, \$2,206,678.97. Total income, \$5,083,328.73. Increase of permanent fund in the school year, \$71,680.71; sites, buildings, and furniture, \$700,000. Annual expenditures—salaries of superintendents, \$50,000; salaries of teachers, \$3,093,559.40; miscellaneous or contingent expenses (including fuel, light, rent, repairs, etc.), \$1,077,526.44; total expenditure, \$4,921,085.84. Expenditure in the year *per capita* of the school population, \$6.29; *per capita* of the average attendance, \$13.56. Amount of available school fund, \$8,870,872.43; estimated value of sites, buildings, and all other school property, \$11,548,993.67.

Kentucky.

AT the last regular meeting of the Louisville Educational Association, March 17th, Mrs. D. P. Middleton read an excellent paper on "One Woman About Other Women." The following is a synopsis of it. We regret that space will not permit its insertion in full: "A writer in one of the educational journals says: 'The chief obstacle, for women, in the road to success is—women!' The first impulse on reading this is indignation, then cool deliberation as to its truth or untruth. It has been said that men are more generous to each other than women are. Women do not generously award praise to each other, do not heartily rejoice in each other's achievements—are not glad when some woman does well something that hitherto has been done by men. Whether the severe criticisms lavished on any and all women who attempt anything out of the old-time method of procedure are dictated by envy, as our brethren assert, or are the result of education, is a problem worthy of consideration. On behalf of the sisterhood, I refute the charge of envy, but plead guilty to the 'education.' Up to the middle of the present century, women were universally taught that the modesty unquestionably indispensable on our sex was endangered as soon as we aspired to do aught but keep house and sew. Although this teaching has been greatly modified, so much remains that we tremble for each other; we are so fearful of losing our similitude of the 'vine clinging to the oak.' But with such opportunities as we have before us we must not impede each other's progress. Italy has opened its seventeen colleges to women—so have Sweden, Norway, and Denmark. A ministerial order in Holland opens every gymnasium and university to women. France has opened its Sorbonne, and Russia its highest schools of medicine and surgery to women. In England four women have been elected to the school board. Pennsylvania, Iowa, and Illinois have women school superintendents in twenty-one counties, and Davenport, Iowa, has a woman for superintendent of schools. Cornell and Boston universities, and Sage, Vassar, and Smith colleges afford magnificent chances for the education of women. The University of New York is preparing to receive young women this coming year. Columbia College, however, declines to receive any female students. Here are grand possibilities before us. If we are capable we shall succeed over all obstacles, whether of education or envy, of spite or sarcasm. But making assertions will not accomplish the end we desire. Declarations will not run the race set before us. There must be patient, persistent toil. When Quebec was to be taken, one after another of the generals who were consulted gave reluctant suggestions as to its possibility—but nearly all united in saying it was a most hazardous undertaking. At last the question was put to Gen. Wolfe, the youngest general present. 'Can you take Quebec?' Clear and steady came the reply: 'I'll take it or die, sir!' You know how well he did both. We, it is true, have no martial ambitions, but it seems to me the spirit that inspired the hero of the Heights of Abraham is the spirit that should incite us to progress."

Illinois.

[The Illinois exchanges should be sent to the editor of this department.]

THE old custom of using a history as a reading book is still in vogue in some localities, and the teachers are deluding themselves with the idea that they are betraying their pupils into some historical knowledge. They need have no anxiety on that score. The children will be as innocent of any knowledge of the facts of history, at the end of the term, as they will be in ability to read. The usual excuse for such performances is that there isn't time for history as a regular study, and as a half-loaf is better than no bread, it is better for them to absorb a few facts from their reading lessons. There is one way for children to learn history. The prescription is exceedingly simple: *They must study it.* Better use a reader two days and have them recite on the third a lesson which they have learned from their history, than to have them gain next to nothing from the exercise. When one has acquired sufficient power to learn history simply from reading it, he has passed beyond the period when he is suffering for the ordinary reading exercise. The purpose of such an exercise is to cultivate the memory least of all. Physical training is one of its most important functions, and the mental training should be general rather than special. History is emphatically a memorizing study. Boys are not taught to swim by exercising themselves in climbing trees.

The committee in charge of the competitive examination of such of the graded schools of the state as desire to take part in the same, presents the following scheme:

The Primary departments of graded schools to be examined in spelling, penmanship, arithmetic to fractions, and drawing.

The Grammar departments, in language as used in an exercise in geography—the same exercise to be judged also in respect to penmanship and general appearance of the paper,—arithmetic to involution, spelling, drawing, and letter-writing.

The letters written to occupy ten to fifteen lines of letter paper exclusive of date, address, and subscription, and to be written after a synopsis prepared by the committee.

In Primary departments, the drawings to be made after copies and from natural objects; in Grammar departments, from models and natural objects, and map-drawing from memory.

High schools in towns of less than 8000 inhabitants, in arithmetic, English grammar, algebra, and natural philosophy; the language of the exercise in grammar to be considered in marking that exercise, spelling to be marked from the exercise in natural philosophy. Other examinations allowed at option, in any of the branches allotted to other high schools.

Other high schools, in English literature, plane geometry, zoölogy of vertebrates, and Latin; the examination in Latin to embrace the Latin Reader with etymology, Cæsar with syntax, and Virgil with prosody.

All schools of the same class shall be examined on the same questions and under the same regulations. The questions are to be prepared and the papers examined under the direction of the committee. It is the intention that all work presented shall be done in accordance with rules designed to secure fair competition and complete uniformity of conditions.

In making their award, the examiners will consider that for graded school work a city shall be a unit; and for high schools, a single school. A separate award will be made for excellence in each branch in which there is an examination. The committee will award first and second degrees of merit. Any high school may take an examination in any one or in all of the studies prescribed, as it sees fit.

Those having the care of the schools in these respective units are expected also to take charge of the examinations and send to the committee for submission to the examiners the best 25 per cent. of papers from classes examined in high schools, and the best 5 per cent. of papers from classes examined in other schools. They shall also send to the committee a statement of the aggregate number of pupils belonging to the several departments of the system of graded schools in their jurisdiction at the time of the examination.

The papers sent to the committee for the award of the examiners will be present at the next meeting of the association for general inspection, and are expected to become the property of the association.

The expense of the examination, save that of printing and distributing questions, is to be borne by the several localities. The size of paper recommended by the committee is $8 \times 10\frac{1}{2}$ inches, with margin $1\frac{1}{4}$ inch on one side and $\frac{1}{4}$ inch on the other. It can be obtained at the *Republican-Register* printing office in Galesburg, at the office of THE EDUCATIONAL WEEKLY, 170 Clark street, Chicago, and of D. H. Tripp & Co., Peoria.

The committee name the 10th and 11th of May as the time for the examination.

S. H. WHITE, Chairman.

Minnesota.

REPORT OF THE SAUK CENTRE UNION SCHOOL FOR THE MONTH ENDING MARCH 26, 1877.

HIGHER DEPARTMENT—Number enrolled, 45; average number of members, 42.3; average daily attendance, 41.8; per cent. of attendance, 98.8; per cent. perfect in attendance, 73.3; neither absent nor tardy, 31; cases of tardiness, 0; days of absence, 11; number of visitors, 40. **SECOND INTERMEDIATE**, Ellen McDougall, teacher—Number enrolled, 44; average number of members, 43.2; average daily attendance, 41.2; per cent. of attendance, 95.3; per cent. perfect in attendance, 69.4; neither absent nor tardy, 30; cases of tardiness, 0; days of absence, 14; number of visitors, 25. **FIRST INTERMEDIATE**, Mary Tubbs, teacher—Number enrolled, 48; average number of members, 47; average daily attendance, 46.4; per cent. of attendance, 98.6; per cent. perfect in attendance, 74.4; neither absent nor tardy, 35; cases of tardiness, 0; days of absence, 12; number of visitors, 28. **SECOND PRIMARY**, Mary Cambell, teacher—Number enrolled, 40; average number of members, 39.8; average daily attendance, 39; per cent. of attendance, 99.7; per cent. perfect in attendance, 82.5; neither absent nor tardy, 33; cases of tardiness, 0; days of absence, 6.5; number of visitors, 24. **FIRST PRIMARY**, E. A. McKenney, teacher—Number enrolled, 46; average number of members, 45.5; average daily attendance, 44.5; per cent. of attendance, 97.8; per cent. perfect in attendance, 81.3; neither absent nor tardy, 37; cases of tardiness, 0; days of absence, 20; number of visitors, 21. **TOTAL**—Number enrolled, 223; average number of members, 217.8; average daily attendance, 212.9; per cent. of attendance, 98; per cent. perfect in attendance, 76.2; neither absent nor tardy, 166; cases of tardiness, 0; days of absence, 63.5; number of visitors, 138.

Again we present the Board of Education and the public our monthly report. During the month not a case of tardiness has occurred; the days of absence has increased some over last month; the per cent. perfect in attendance is not as high as last month's report indicates, caused by so many pupils leaving school during the month. As a whole this report is highly satisfactory to the teachers; there is, however, still room for improvement.

We do not agree with some of the more experienced teachers. In the EDUCATIONAL WEEKLY, a sage, writing about tardiness, advises young and inexperienced teachers to *strive against tardiness and persevere but not to expect success*. The citizens of Sauk Centre have stricken out the negative clause of the above advice.

Next week we will present the standing of the pupils of the higher department.

SAMUEL F. CALE, Principal.

The above is a very fine showing, indeed, for the schools over which Prof. Cale has charge. But we should be glad to learn from the Professor just how his records are kept. There is great diversity in this matter. In some schools tardiness is marked within five minutes after the school commences; in others, tardy pupils are not permitted to come in, etc. Then other questions spring up: "Are not such results attained at too much cost?" "Is not school government made too prominent?" etc. Let us hear.

Iowa.

PRAIRIES.—Prof. C. A. White, in his "Manual of Physical Geography of Iowa," says: "The question is often asked how trees came to be absent from the prairies. Yet this absence from the prairies is no more wonderful than their presence upon forest ground is. However all this may be, it is very certain that the prairies *remain* such in consequence of the annual fires." Prof. J. D. Whitney contributed a valuable paper on "Plain, Prairie, and Forest" to a recent number of the *American Naturalist*. After speaking of the region over which the northern drift phenomena have been displayed on a grand and magnificent scale, and the consequent pressure of heavy deposits of coarse gravel and boulder materials, Prof. Whitney says: "But as we go south and west from the region indicated we come to a region where the drift agencies have been very limited in their action. The bulk of the superficial detritus has been formed from the decomposition of the underlying rock, and this detritus has been but little disturbed or moved from its original position. If erratic deposits exist, they are usually deeply covered with finer materials derived from close at hand. A great area exists in Wisconsin and Minnesota, over which not a single drift pebble has ever been found, either at the surface or at any depth beneath it. The strata have become chemically disaggregated and dissolved by the percolation of the rain through them, the calcareous matter has been carried off in solution, and there is left behind as a residuum the insoluble matter which the rock originally contained, and which, consisting largely of silica and silicate of alumina, forms by its aggregation a silicious and clayey deposit of almost impalpable fineness. It is this fine material which makes up the bulk of the prairie soil; and, as the writer conceives, it is the fineness which is especially inimical to the growth of trees. Exactly as we see the desiccated lakes in the midst of the forest gradually filling up with finely-communited materials and becoming covered with a growth of grasses, which is not afterwards encroached on by trees, no matter whether the ground becomes completely dry or whether it remains swampy, so we have the prairies, which have certainly never at any time been overspread with forests, and which would always remain as they are, provided the climate underwent no radical change and they were not interfered with by man. It is for the vegetable physiologist to say why this fineness of the soil is unfavorable to the growth of trees; it is for the geologist and physical geographer to set forth the facts which they may observe within the line of their own professional work."

Ohio.

SEVERAL months ago an able paper on "Our Common Schools" was read before the Northeastern Teachers' Association by President B. A. Hinsdale, of Hiram College. In this paper an attempt was made to prove that the public schools of to-day are a failure in the thoroughness of the instruction which is given in them, as compared with the public schools and old-time academies of twenty years ago. Mr. Hinsdale quoted as authorities, Prof. A. E. Church, of the United States Military Academy, at West Point; President Eliot, of Harvard College; Gen. Sherman, and others. The Association has published Mr. Hinsdale's paper in pamphlet form, and given it the widest possible circulation, with a view to give the opponents of our public schools a fair and impartial hearing. At a meeting of the same Association, Saturday, the 14th inst., at Cleveland, Ohio, Hon. A. J. Rickoff, Supt. of Public Instruction of Cleveland, read a paper in reply to Mr. Hinsdale. The circulation which was given to the former address will be given to the latter. The paper of Mr. Rickoff is a complete answer to every point made in Mr. Hinsdale's paper. This reply to the antagonists of the common schools is the ablest vindication and strongest defense of the schools ever made.—A bill is pending in the Legislature to reorganize the Ohio Agricultural and Mechanical College. It is proposed to increase the number of trustees from five to twenty-one, one for each congressional district. The friends of this growing and admirably conducted institution very much regret any change in the number of trustees. The College is manned with a very able faculty. President Orton, Professors Mendenhall, Norton, and Tuttle have no superiors in their respective departments.—Three separate bills have been offered in the House touching the school-book question. The general feeling among the members of the Legislature seems to be that something should be done to reduce the prices of text-books, but no one bill has friends enough to ensure its passage. The passage of any one of these bills would

greatly diminish the efficiency of the schools of this state.—The article on primary reading by "O," in the WEEKLY of the 12th inst., gives substantially the method which has been pursued in the Columbus public schools for the last five years. The child is first taught the elementary sounds, and then to recognize the signs by which they are represented. To distinguish the sounds, the diacritical marks of Webster's Dictionary are used. As soon as a few sounds and the characters which represent them to the eye are learned by the child, he is taught to combine them into words, and finally words into sentences. No difficulties attend the use of the notation of sounds as used in the dictionary. The superiority of the phonic method over the word method, as shown by our experience, consists, first, in a great saving of time to the child; second, in enabling the child to do for himself what in the word method the teacher must do for him; third, in giving the child information which he will find of practical value all through life; and fourth, in leading the child to a correctness of pronunciation and a distinctness of enunciation which are given by no other method. Children who are taught by this method will readily pronounce any word, however long, when properly marked, after five or six months' work in school. I speak within bounds in saying that one year in three is gained to the child by the phonic method with the markings as used in the dictionary.—The Annual report of the Portsmouth Public Schools for 1876 shows the schools to be in a prosperous condition. The number of pupils enrolled was 2,000, and the whole number of teachers 37. Mr. M. S. Campbell is the superintendent. The report is a sensible and well-prepared document of 154 pages.

Oregon.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
SALEM, Or., March 28, 1877.

BY direction of the State Board of Education, and in accordance with the requirements of the school law, I hereby announce that the following text-books have been duly selected, adopted, and authorized to be used in the various branches of study in all the public schools of the state of Oregon for the term of four years from the 1st day of October, 1877, and until changed as provided by law, to-wit: *Orthography*—Pacific Coast Speller. *Reading*—First, Second, Third, Fourth, and Fifth Readers, of the Pacific Coast Series; and Hopkins' Manual of American Ideas, in lieu of Sixth Reader (optional). *Arithmetic*—Thomson's New Graded Series (including New Mental for primary classes; New Rudiments and New Practical), and Brooks' Normal Mental (for advanced classes). *Geography*—Monteith's Introduction to Manual, and Physical and Intermediate (both Pacific Coast edition). *Grammar*—Clark's Beginners', and Normal. *United States History*—Barnes' Brief History. *General History* (for beginners)—"Peter Parley's" Universal. *Penmanship*—Spencerian System and Copies. FOR ADVANCED GRADES: *Higher Arithmetic*—Robinson's Progressive Higher. *Geometry*—Brooks'. *Algebra*—Brooks'. *General History* (advanced)—Anderson's. *Composition*—Hart's. *Physiology*—Steele's "Fourteen Weeks." *Natural Philosophy*—Steele's "Fourteen Weeks." *Chemistry*—Steele's "Fourteen Weeks." *Botany*—Wood's Botanist and Florist. *Book-keeping*—Bryant & Stratton's (High School Edition).

L. L. ROWLAND,
Superintendent of Public Instruction.

Other States.

CALIFORNIA.—The little city of Petaluma keeps a separate school for four colored pupils, which thus cost the city \$125 a year against \$12 for corresponding grades in the white schools.—Mrs. John Francis, wife of the Chinese missionary in San Francisco, has prepared a choice album of California mosses, seaweeds, etc., belonging to the Pacific Coast, and presented them to Vassar College.

CONNECTICUT.—Secretary Northrop says that the study of English literature is gradually supplanting the taste for French in that state.—Wesleyan University, at Middletown, is appealing to the eastern conferences to give it \$40,000. Its deficit this year will be \$21,000.

INDIAN TERRITORY.—The Indian school at the Comanche Agency has 65 pupils, and if there were better accommodations the number would be greater. The Indians themselves take much interest in the school. "Dangerous Eagle," a brother of the celebrated "Big Tree," volunteered to be monitor or warden, and not only helped to maintain order, but, what was equally important, satisfied suspicious parents that their children were well treated. Chief Clerk Galpin says: "On my way from the Kiowa and Comanche to the Wichita Agency I met 'Zip,' an Apache chief, with a wagon-load of children who had run away from the school two days before and whom he was returning to the school of his own free will, without any request from the agent or teachers." The behavior of the scholars is good; there is "less of grumbling and pouting than among white children." The scholars are quick to learn, and excel especially in penmanship. At the Wichita Agency there are 90 scholars, and more could be had if there was room for them. The largest, and in many respects the best, Indian school was found at the Cheyenne and Arapahoe Agency. The schools at the Kansas and Quapaw Agencies are in a flourishing condition.

LOUISIANA.—Notwithstanding the political troubles, the public schools of this state have secured a legislative appropriation of \$400,000.

MASSACHUSETTS.—Fourteen per cent. of the Harvard students are Unitari-

ans, 12 per cent. are Congregationalists, and about 12 per cent. are Episcopalians. E. C. Stedman is to give the poem before the Phi Beta Kappa society of the University, at the next Commencement.—The salaries of the Amherst professors have lately been reduced 10 per cent.

Foreign.

DENMARK.—A rich Copenhagen brewer has given a million of crowns for the promotion of the study of mathematics, natural science, the science of language, history, and philosophy.

GREAT BRITAIN.—There are 1,200,000 children of school age in Ireland, and more than 1,000,000 of them are on the rolls of the National Board schools, which is largely in excess of the proportion in England. The attendance, however, in Ireland is far below that in England. There are 3,000,000 children enrolled in England, and the average of daily attendance reaches 2,000,000, while of the million on the rolls in Ireland, less than 400,000 are on an average in daily attendance.—The London School Board is trying to get a royal commission appointed to reform the spelling of the English language.—The University of London has decided to admit women to the higher medical degrees. But the ladies have now a medical college of their own in the city, equipped with all the appliances of medical schools for men, including facilities for hospital studies. A faculty of fifteen eminent men, who have long educated the male physicians, and three ladies (Mrs. Garret Anderson, Dr. Louisa Atkins, and Dr. Elizabeth Blackwell, an American), will make this as strong a college as any in Europe.—A majority of the students at Glasgow University have signed a paper asking that Mr. Gladstone be elected to the Rectorship. A large number of students of the University, a few weeks ago, engaged in a riot, the like of which has not been seen in Glasgow since 1848. Several of them were arrested, and fined or imprisoned.

Chicago Notes.

Prof. JAMES HANNAN, Chicago.

A GOOD deal of speculation has been published in reference to the increased number of promotions reported in Chicago for last year. Much of this speculation is fanciful and illusory. Some of the published causes assigned for the number of promotions had about as much to do with them, as the death of the Sultan of Turkey, or the Servian War, or the Cylone in India. It is generally admitted that there was a disposition in the beginning of the year to regard the averages in the different grades as too high, and a consequent disposition to relax the severity of examinations was advised and adopted. Then there was a change of grading, and while promotions were made according to the old system the greater part of the year, the effort to place all pupils clearly and definitely in the new grades resulted in much examination and many apparent promotions, particularly near the close of the year. It will thus be seen that the unusual number of promotions is partially fictitious. The wisdom of waiting for this year's returns before wasting further enthusiasm or philosophy on the matter is suggested.—In his last report the late President of the Board of Education rather ostentatiously abstained from saying anything that was intended to be complimentary to the Chicago principals. It is matter for regret that a presumably intelligent person having such knowledge of the principal's work as a six years' membership of the board presupposes, could find nothing in that work that was deemed worthy of favorable mention. It is unfortunate that one holding the high and honorable position of President of the Board of Education of the great city of Chicago can perceive nothing in the principals' office or function worthy of acknowledgment in a grave and formal permanent report save a general and universal desire to "detrain pupils in any grade merely to secure high averages on examinations to flatter one's vanity at home and give a false impression abroad. Perhaps the most satisfactory disposition to be made of the disagreeable and unprofitable subject is to dismiss it with the suggestion that all things considered, a worse calamity might have happened the principals than the absence of praise and the studied condemnation of the late President. "The earth was made so various that the mind of desultory man, studious of change, and pleased with novelty, might be indulged."

Publishers' Notes.

IN answer to inquiries from subscribers we will say here, what we have heretofore said in our letters, that we know nothing about the "companies" who advertise silver spoons, engravings, etc. as premiums to "every subscriber of this paper." We do not intend to furnish them very much of our "bullion" for their great promises, because we never yet found the man foolish enough to actually sell us ten dollars' worth of goods for one dollar; but each subscriber has the privilege of acting for himself. We know that in some cases the promises have been kept to the satisfaction of those who sent the coupon and the money, as they have so stated in letters to us.

Occasionally we receive a letter, or see a quotation from the WEEKLY, which mistakes the authorship of our leading editorials. We repeat, therefore, that those editorials which have no signature are written by Prof. Phelps, the Editor-in-chief. All others are signed by the initial of the responsible party.